The Academic Curriculum

The intent of our academic curriculum is to deliver **Powerful Knowledge** to our students. At Creative Education Trust this is not contextualised as 'the knowledge of the powerful', but specialised knowledge in a range of subject disciplines. This will include both disciplinary knowledge and substantive knowledge within each area of study. This curriculum is not only designed to endow children with the social assets, skills and cultural capital needed to succeed and achieve, but also to instil in our children the power and confidence to question, synthesise and scrutinise in a range of disciplines, a variety of social contexts and in their own lives. Beyond a range of academic qualifications, the intended impact of this curriculum is for our students to be able to integrate into any social, academic or professional environment, as well as to question, instigate change or lead within those environments.

Below you will find an overview of what Year 9 students are learning in each of their subjects in Half Term 1 and 2 (September-December).

Subject	Autumn Term Topics
English 26	**Half Term 1: Lord of the Flies by William Golding** Students are learning to embed the analytical skills required to investigate how the writer has built the text to create both explicit and implicit meanings. They are embedding prior knowledge and understanding of texts to identify, understand and analyse how writer's use strategies to convey key ideas and themes throughout a text: • Narrative voice • Character • Setting and atmosphere • Methods of creating meaning • Context • Language choices • Structural choices **Half Term 2: Descriptive and Narrative Writing** Students are learning to embed and build on their writing skills through Dystopian texts and images using the 'Drop, Shift, Zoom, Return' approach. • Language • Genre • Intonation • Figurative language • Structural features e.g. flashback, circular narratives, cliff-hanger, slow reveal. • Narrative writing structure • Vocabulary and sentence structure for effect

	• Clarity, imagination and variety
Maths 26	**<u>Unit 1 – Non Calculator FDP</u>** • Convert between percentages and decimals. • Convert between fractions, decimals and percentages. • Convert fractions to recurring decimals • Convert recurring decimals to fractions. • Multiply fractions, integers and mixed numbers. • Find reciprocals, draw and recognise the reciprocal graph. • Divide fractions. • Use the four operations with mixed numbers. • Multiply and divide with decimals. • Write one number as a fraction or percentage of another. • Calculate fractions and percentages of an amount. • Calculate percentage changes. Know the meaning of inflation, depreciation and VAT. **<u>Unit 2 – Linear Graphs and Gradients</u>** • Plot co-ordinates and linear graphs. • Plot linear graphs where y is not the subject. • Identify co-ordinates that follow rules. • Find the gradient of a line segment or line. • Know that in the formula y = mx + c, m represents the gradient and c represents the y intercept. • Work out the equation of a line given its graph, for integer and fractional gradients. • Identify a graph from a sketch, by considering gradient and intercept. • Use real life graphs. **<u>Unit 3 – Transformations</u>** • Translate shapes using a vector. Describe translations. • Reflect shapes in a given mirror line. Describe reflections. • Identify line and rotational symmetry. • Rotate shapes and describe rotations. • Enlarge shapes with positive, fractional and negative scale factors. • Perform combined transformations on shapes.

Science 26	**Biology: Health** Students will focus on a study of keeping healthy: How a balanced diet is essential in keeping our physical and mental health well and how too much or too little of a food group will cause someone to become malnourished. Students will understand how lifestyle choices such as smoking, drinking alcohol and taking drugs has an impact on the body. Exercise is a key way in ensuring that our bodies stay healthy. **Biology: Communicable disease** Students will learn how disease can be spread between organisms and look at the work of Edward Jenner and the smallpox vaccination. A Pathogen is a microorganism that can cause disease. Microorganisms are tiny organisms that can only be seen using a microscope. All pathogens are microorganisms but not all microorganisms are pathogens. Students will discover how microorganisms can be useful and how they can be grown. Once inside the body our immune system is triggered which is usually a strong enough response to destroy the pathogen. A range of drugs such as vaccinations have been developed which enhance our body's natural system against pathogens and the use antibiotics from the 1940s have proved successful against a range of lethal diseases. Scientists are discovering and developing new drugs through the process of clinical trials. **Chemistry: Chemical Changes** Students will develop an understanding of how people began experimenting with chemical reactions in a systematic way and organizing their results logically. They will learn how knowing about these different chemical changes meant that scientists could begin to predict exactly what new substances would be formed and use this knowledge to develop a wide range of different materials and processes. The extraction of important resources from the earth makes use of the way that some elements and compounds react with each other and how easily they can be 'pulled apart'. • Metal oxides • The reactivity series • Extraction of metals and reduction • Reactions of acids with metals • Neutralisation of acids • Salt production • The pH scale and neutralisation **Physics: Energy Resources and Energy Transfers by Heating** Students will learn how society uses a variety of resources for energy. They will study how electricity can be generated in a variety of ways and evaluate the effectiveness and environmental impact of each. Students are learning to use the particle model to explain changes in state and link this to total internal energy, specific latent heat and specific heat capacity. They will know that if the temperature of the system increases, the increase in temperature depends on the mass of the substance heated, the type of material and the energy input to the system. Use given equations to calculate specific latent heat and specific heat capacity.

History 26	Students will learn to understand the causes and consequences of challenges facing Modern Britain, Europe and the wider world from 1901-39. This will include: • Sense of period – Modern world and wider chronological framework. • Substantive concepts – warfare, dictatorship, foreign policy, nationalism • Disciplinary concepts – cause and consequence. • Diversity – emergence and consequences of modern conflict, role of different groups in conflict, rise of extremism. Role of empire. Britain's place in Europe and world. • The First World War – Causes such as imperialism, arms race, alliances and the assassination of Archduke Franz-Ferdinand. The changing nature of conflict and technology in war. The Battle of the Somme and the role of General Haig. • Inter-war Years – Treaty of Versailles, Wall Street Crash and Great Depression • Rise of dictators (Hitler, Stalin and Mussolini) - Nature of dictatorship, key developments and consequences, communism and fascism. The Russian Revolution.
Geography 26	**Half Term 1: Our Violent Planet (Earthquakes & volcanoes)** Students will be able to recognise features of earthquakes and make comparisons between them. They will understand the effects and responses to earthquakes and understand why people still live there. This will include: • What is a hazard? • What factors affect hazards? • Theory of plate tectonics - Structure of the earth, convection currents/Continental drift • Plate boundaries • Distribution of earthquakes • Impacts of earthquakes in countries at different levels of development • Responses to earthquake hazards • Case studies of two earthquake events in countries at different levels of development. • How to manage earthquake hazards Students will be able to recognise features of volcanoes and make comparisons between them. They will understand the effects and responses to volcanic hazards and understand why people still live there. This will include: • Structure of volcanoes and the different types. • Distribution of volcanoes. • Impacts of volcanic hazard and responses. • Why do people live in hazardous environments?

	Half Term 2: Middle East Students will explore the reasons for conflict in the Middle East and the impacts this has. They will investigate opportunities and challenges of tourism in the Middle East, and how this region is trying to develop its sustainability.
French 26	**Half Term 1 Theme: My World** Students will learn to express their likes and dislikes, extra-curricular activities, describing friends, birthdays and what to wear. Students will cover: • Likes and dislikes • Extra- curricular activities, Describing friends, • Birthday celebrations, • Clothing and style Grammar: • Opinion verbs + noun & + inf, • Reflexive verbs, • Present tense - full conjugation • Present tense of reflexive verbs • Perfect tense • Near future tense **Half Term 2 Jobs** Students be able to talk about their hopes for the future, to coincide with options evenings time of year. Students will consider importance of languages for future careers. They will learn about jobs and what you have to do at work, describing a typical day at work. Students will learn: • Saying how they earn money • Saying which job they want to do in the future and why • Making predictions about how things will be in the future Grammar: • Near future tense

	• Three tenses together • Adjectival agreement
Computer Science 26	**Python/text-based Programming** Students are learning to use text-based programming to: • Sequence – putting instructions in the right order to make something happen • Selection – using conditions to control the flow of a program • Iteration - Repetition – the ability to execute a sequence of instructions many times until a certain condition is met • Named variable – a data store used in a program to store a single value • Data types (string, integer, boolean, real, character) • Students will develop an understanding of how to plan and test programs.
Art 25	Colour and composition Students will begin by exploring a variety of expressive drawing techniques including continuous line, timed drawing and opposite hand drawing working with pen, pencil, and colour. They will move onto develop a their own design, composition and painting skills with work inspired by Georgia O'Keeffe.
DT 26	Y9 Students develop and build upon the knowledge, skills and understanding they learnt in Year 8. The expectation to work as independently as possible is embedded. They will further consolidate their knowledge of the five core topics which embed the ethos of the Design and Technology curriculum. The curriculum is taught through a range of material disciplines; Graphic Design, Technical Drawing, CAD and Food Science. Year 9 pupils will experience these disciplines on a rotation throughout the academic year. The five core topics of the Design and Technology curriculum are: • **Design principles:** Students will create a wide range of imaginative and innovative ideas, avoiding design fixation. They will embed knowledge of design briefs, specifications, technical drawings and functional testing. They will learn to use a wider variety of approaches including annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-aided design. In Food and Nutrition and Food Science, factors affecting food choice are further explored to identify and understand user needs. Dishes are made in response to scientific briefs.

	• **Making principles:** The use of more complex materials, equipment and manufacturing techniques are further developed. Students embed their knowledge and skills in computer aided design and computer aided manufacture in an architecture project that utilises technical drawing and modelling. Quality control and finishing skills are embedded in Year 9 as well as the ability to work independently when making a product. Students demonstrate excellent standards of health and safety awareness. In Year 9 Food and Food Science, Students cook complex and challenging products such as honeycomb, roux sauces, mayonnaise (emulsion) and Swiss roll. A wider range of ingredients and cooking methods are used. High quality presentation skills are developed. In Food science, Students are introduced to food science investigations and testing. Students respond to a brief and select appropriate ingredients and equipment. Students develop knowledge of recording investigations using graphs, tables, charts and sensory analysis methods. • **Technical principles:** In Food, Students plan a sequence of tasks with timings. Industrial production methods and the primary and secondary processing of foods are introduced. Key food science terminology such as gelatinisation, dextrinization and fermentation are introduced and applied. The science nature of this module feeds directly into the subject content needed for the Food GCSE and other scientific learning. In Graphic Design students learn the process of designing and modelling building structures in different ways; digital, isometric and orthographic projection drawing and 3D modelling. • **Sustainability and the environment**: Knowledge of sustainability is embedded and applied. Students embed knowledge of the 6R'S and are introduced to the concept of social responsibility. Sustainable building practices and materials are investigated throughout. • **Analyse and evaluate** – Students will investigate new and emerging technologies and will understand developments in Design and Technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists. Students will test, evaluate and refine their ideas and products against a specification, considering the views of their client and other targeted groups. Very good conclusions are made when evaluation writing and subject specific vocabulary is used. Knowledge of functional testing and third-party feedback methods are further developed. Students in Food will further develop understanding of sensory testing methods and nutritional analysis.
CORE RE 26	Students are introduced to the idea of rules and laws in Religion. We consider the Christian Ten Commandments and how they relate to the origin of law in the UK. Students will then spend time discovering where laws come from for many Muslims Shariah Law. They will debate its efficacy and will go on to discuss the issues around Islamic dress in the form of the Hijab. Having been introduced to the world religions in year 7, students will be building on that base knowledge. They will then look at how Jewish people manage dietary laws and the Mitzvot as well as food laws in Islam. We finish the unit by looking at Diwali and how it links to Hinduism.

PSHE 26	<u>Living in the wider world</u> • The law and me; gangs; extremism, radicalisation and the prevent duty; AI, deepfakes and digital manipulation; financial literacy: debit, borrowing and online financial risks; gambling <u>Diversity, equality and respect</u> • Global citizenship: climate, migration and interconnectedness <u>Health and wellbeing</u> • Mental health: Understanding conditions, challenging stigma; Suicide prevention: recognising risks and how to seek help; drugs and alcohol-what are the risks? What is the law? Alcohol and decision-making; Physical health, body image and self-esteem
PE 26	Students will consolidate their skills and knowledge acquired in year 7 and 8, being able to demonstrate and apply skills, techniques, tactics and knowledge of rules in competitive game situations. This includes officiating with greater fluency and more detailed reference to terminology, rules and techniques within a given sport. Students will learn to be able to make independent decisions when playing to help and influence scores and results. Students will be able to work collaboratively in a team or independently depending on the sport that they are participating in. Students will be able to take small leadership roles, such as leading in warm-ups, choosing roles/positions for teammates or being influential in game situations. • A focus will be on the continued development of key personal qualities of commitment, resilience, determination, problem solving, fairness and enthusiasm and an appreciation of honest competition and good sportsmanship. • A more developed, coherent grasp of the rules, regulations and scoring systems in the sports/activities studied. • A developed knowledge of the major muscle groups and bones in the body that specifically relate to the sports/activities being studied, how to prevent injuries and which major muscle groups/bones are used in specific movements for each sport/activity. • An embedded knowledge of the key techniques and tactics used in the sports/activities being studied and applied in decision making in either a coaching/leadership role or as a performer. • Continue to develop a deeper knowledge and understanding of the physical and skill-related components of fitness giving examples of how these are used in a number of sports/activities and which sports/activities they are commonly needed for a performer to be successful.
Drama 26	Students are focusing on learning how to embed core acting skills and styles Students will explore: • Using vocal and physical skills to create a character and develop characterisation • Characterisation, physicality, vocal interpretations • Embedding a combination of drama techniques (improvisation/monologue/duologue) to create a detailed piece of theatre • Understanding how to compare and analyse two contrasting performances • Shakespeare's Twelfth Night through the National Theatre

	• The World of Berkoff and his theatre concepts in plays such as East and The Trial
Music 26	Students are learning singing/instrumental skills, especially focussing on the ukulele. • Use of appropriate language • Unison and part singing • Intonation • Breath control • Posture • Dynamic control • Aural perception • Exploration of timbre • Warming up Students are learning improvisational skills: • Creativity • Confidence • Fluency • Structure • Increased range of notes *Students are learning to understand and comment critically on the elements of music (using Italian terms)* • Pitch (melody) • Tempo • Rhythm • Dynamics – diminuendo, crescendo • Texture (tonality/harmony) – phonics • Timbre – playing techniques (articulation) • Structure – as Yr 8 + rondo